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Suggested Checklist for Developing Tasks and Assigning Responsibility

Rhode Island Department of Education

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Explanation and Considerations for Use

This checklist can be used as a tool in planning for the development of tasks and assigning responsibility. When assigning responsibility for developing tasks, planners should review suggested processes or contact schools that are further along in implementing a graduation portfolio for guidance. The Rhode Island Skills Commission has task specialists that can offer guidance for developing tasks.

Suggested Checklist for Developing Tasks and Assigning Responsibility

❑ Schools need to develop a collection of benchmark performances that demonstrates the school's Expectations for Student Learning

❑ As a school prepares NEASC Expectations for Student Learning, they should use those expectations to build portfolio requirements/entries

❑ Make sure that departments take primary / secondary responsibility for expectations

❑ Make sure that departments take responsibility for aligning GSEs to department curricula

❑ Develop a program of studies that provides students <u>multiple</u> opportunities to meet expectations and show proficiency

❑ Teachers in content areas should develop 2-4 common tasks per course, this should be done in collaboration with members of departments, interdepartmental teams, individually, or adopted/adapted from other sources

❑ Schools should develop a matrix of expectations, tasks that align to those expectations, and show the standards and proficiencies that the tasks include